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ABSTRACT

This program guide is intended for the implementation of a criminal justice technology program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for criminal justice technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, suggested teaching methods, student learning guide, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 47 books, 11 journals, an annual report, and the services of the Florida Educational Information Service). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

CRIMINAL JUSTICE TECHNOLOGY

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Florida Department of Education
Betty Castor, Commissioner

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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

CRIMINAL JUSTICE TECHNOLOGY

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

June 1989

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INTRODUCTION

This program guide has been developed to provide information that will be useful to local school district and community college administrators, faculty and instructors, program advisory committee members, regional coordinating councils, regional criminal justice training centers, and others charged with the responsibility of offering vocational educational programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

Vocational education has evolved to meet the needs of students desiring to pursue a selected career or vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of personnel. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business, government, and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary career educational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that

> When a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged to be equivalent to courses offered at the receiving institution.

Florida Statute 943.25, Rules Chapter 11B-18 states the following:

> The Florida Department of Law Enforcement and within it, the Criminal Justice Standards and Training Commission and the staff of that Division, maintain prescribed rules and regulations regarding the awarding of certification in law enforcement and corrections. These rules and regulations determine the training center locations and curricula through which one is certified to be employed in any position requiring general or specialized police powers.

These rules speak to issues relating to expenditures of the Criminal Justice Training Trust Fund, the role of training centers, the course content and evaluations required within approved courses, and many other related matters. They cover both basic and in-service training, certification requirements, mandatory retraining, and cross training.

This program guide helps ensure basic equivalency among programs. Throughout Florida, occupational and vocational criminal justice technology programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our local, state, and national work forces.

PROGRAM CONTENT

The content of the Criminal Justice Technology program is based on occupational competencies and employability skills required on the job in law enforcement. The criteria used for evaluating student performances are based on job performance standards.

This section includes a description of criminal justice occupations, a list of occupational tasks, and the Florida Curriculum Framework and Student Performance Standards (SPSs) for the Law Enforcement program. Local education agencies may modify SPSs to meet the local needs; however, the local school board is responsible for approving a set of SPSs, either those suggested by the state or those adapted locally.

Occupational Description

Officers in Criminal Justice

The fields of law enforcement and, more recently, corrections have become well-established, respectable, and well-recognized career paths within the broad category of criminal justice. The primary purpose of all criminal justice personnel is to protect society, serve the public, respond to requests for emergency assistance, maintain public order, and to detain those who violate the law.

Opportunities for individuals to enter the field of criminal justice have been growing at local, state, and national levels. Some of these opportunities may not be obvious. For example, nonsworn positions are increasing in many law enforcement agencies. In addition to officer positions, one may consider positions such as dispatcher, customs official, immigration officer, drug enforcement officer, naval investigator, court aide, or parking-meter specialist. Nonsworn positions in the area of corrections include: U.S. Marshal, responsible for transporting prisoners; counselors; and positions in training and education of prisoners.

Employment

Law enforcement is the largest of the career groups found in public service. The federal government employs many thousands of investigative agents and specialists in the Departments of Justice, Treasury, Interior, and Defense. All fifty states employ both civilian and sworn law enforcement personnel at state and local levels.

The overall outlook for criminal justice employment is generally quite good, although demand can vary from state to state. The U.S. Department of Labor's Occupational Outlook Handbook has regularly anticipated the availability of 30,000 entry-level police positions each year. Nearly that number of corrections positions are also available when one adds state and local positions and juvenile/youthful offender agencies. As public safety and political conditions change, these estimates may change, too.

Specialists are becoming more and more essential. There will be a greater need for officers with specialized training ranging from engineering (to apply to traffic control) to social work (to apply to crime prevention). As statistical analysis and

data utilization increase, so do needs for computer technicians, data analysts, and long-range planners. Most states have developed special investigative programs to assist local law enforcement agencies. The majority of these programs have been implemented for problems such as organized crime, environmental protection, or consumer-protection violations.

Certification of Program Completers

The purpose of this program is to prepare students to work in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, or mobile units processing with physical evidence. It is also to provide supplemental training for persons previously or currently employed in these occupations.

NOTE: This program does **not** prepare students for certification as corrections or law enforcement officers. For that, students must successfully complete the FDLE/CJST Basic Recruit Programs to become certified, pursuant to Chapter 943, Florida Statutes.

No separate academic certification or accreditation exists in criminal justice degree programs, although the Academy of Criminal Justice Science does offer recommendations about courses that should be included at the various degree levels. A directory of such programs is published annually by Anderson Publishing Company. Each learning institution should conduct student placement and follow-up evaluations annually, as a basis for revising the instructional program and providing the needed competencies.

Occupational Requirements

Under a major research grant, the Dade-Miami Criminal Justice Assessment Center identified 102 specific knowledge, skill, and attitude requirements (KSAs) for entry-level law enforcement officers in the Miami area. These KSAs can be presumed to be generally applicable for police in most major population concentrations. The KSAs are grouped, or "clustered," into eight competencies deemed critical for successful entry-level performance, and training must reflect these exactly. The competencies are listed below.

Directing Others: To initiate action; to independently assume control of a situation; to obtain information from others and to direct, assist, or provide guidance to others

Interpersonal: To display courtesy and consideration for the problems, needs, and feelings of others in a fair and nonprejudicial manner; to use discretion in exercising police authority

Perception: To identify and understand the critical elements of a situation; to observe situational details/conditions; and to recognize, based upon job knowledge, discrepancies or conditions that warrant action and to interpret the implications of such action

Decision Making: To use logical and sound judgment when responding to a situation, based upon recognition and understanding of the facts available, and to define problem situations and initiate action, based upon established guidelines and procedures

Decisiveness: To take action willingly and make decisions, based upon a recognized situational need; to render judgments and to defend willingly actions or decisions when confronted by others

Adaptability: To be flexible when dealing with situations involving change; to modify appropriately a course of action, based upon changes in the situation; to maintain constructive behavior despite time pressures or pressures exerted by others

Oral Communications: To express oneself clearly through oral means; to use grammar, vocabulary, eye contact, and voice inflection properly

Written Communications: To communicate clearly and effectively relevant information through written means, with proper grammar and vocabulary

The Miami-Dade Criminal Justice Assessment Center has also identified ninety-four specific knowledge, skill, and attitude requirements for entry-level correctional officers. These KSAs are clustered into seven competencies deemed critical for successful entry-level performance. These seven competencies are defined below.

Data Analysis: To identify the key elements of all operational materials, ensuring completeness, correctness, and accuracy; to recognize and understand detention-facility policy and procedural information; to interpret and perceive an item's impact on overall detention-facility policy and procedure

Coordination: To adhere to established schedules or timetables; to structure one's own activities as well as the activities of others to ensure a coordinated effort in meeting defined time parameters; to organize materials and communicate information in a systematic and logical manner to allow for the completion of tasks

Situational Awareness: To recognize the critical elements of a situation and perceive actual, or foresee potential, consequences or violations; policy or rule violations; threats to personal or facility security that exist or could occur based upon existing situational elements

Judgment: To respond to situations, making sound and logical decisions based upon a recognition and understanding of the evidence and alternatives available; to initiate action and make decisions when required; to defend willingly actions or decisions when confronted by others

Sensitivity: To respond to and interact with others in a manner reflective of a recognition of their needs and feelings, based upon an understanding of each person's particular situation

Directing Others: To provide direction and guidance regarding the enforcement of facility rules and regulations; to recommend disciplinary action; to direct the activities of inmates to ensure that detention-facility rules and regulations are understood and adhered to

Oral Communications: To express oneself clearly through oral means; to use grammar, vocabulary, eye contact, and voice inflection properly

It is important to incorporate the preceeding into the correctional curriculum and the evaluation process.

CURRICULUM FRAMEWORK
FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Public Service

EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Criminal Justice Technology

CODE NUMBER: Secondary _____ Postsecondary _____

Florida CIP 0743.010300

SECONDARY SCHOOL CREDITS: ____ COLLEGE CREDITS: x

POSTSECONDARY ADULT VOCATIONAL CREDITS: _____

APPLICABLE LEVELS: _____ 7-9 _____ 9-12 ____ Other
_____ Postsecondary Adult Vocational x Postsecondary Vocational

CERTIFICATION COVERAGE:

I. **Major Concepts/Content.** The purpose of this program is to prepare students to work in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, or mobile units dealing with physical evidence, etc. or to provide supplemental training for persons previously or currently employed in these occupations.

This program does not prepare students for certification as corrections or law enforcement officers. A student must successfully complete the Criminal Justice Standards and Training Commission Basic Recruit Program in either law enforcement or corrections to become certified, pursuant to Chapter 943, Florida Statutes.

The content includes, but is not limited to, patrol and investigative activities; the handling and care of incarcerated individuals; procedures for initial and post contact with the public in such matters as obtaining and relating information; developing critical thinking and decision-making processes; preparing reports, visitation programs, and testifying in court; techniques for collection, preparation, and transportation of physical evidence; methods of crime prevention; and methods for investigation, counseling, and referral of neglected/dependent children, delinquents, and youthful offenders.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice.

II. **Laboratory Activities.** The collection, identification, and presentation of evidence, criminal investigative techniques, and first aid instruction are topics that should be treated and taught in a laboratory and field setting. The criminal justice technology students should also undergo clinical experience courses. Traffic control, photography, physical education, driving, and crime scene are also field-based operations.

III. **Special Note.** Successful completion of the Criminal Justice Standards Commission basic recruit programs in either law enforcement or corrections may garnish students' college credit toward the associate degree. The credits to be awarded are left to the discretion of the institution involved.

Professional Association student membership is encouraged in the Academy of Criminal Justice Sciences or the American Criminal Justice Association or Lambda Alpha Epsilon (LAE).

The cooperative method of instruction may be used for this program. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor, and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed.

The typical length of this program for the average achieving student is an associate degree.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Describe and discuss the criminal justice system.
02. Describe and discuss the principles of criminology.
03. Identify the criminal investigation procedure.
04. Describe the juvenile delinquency field.
05. Summarize police administration.
06. Demonstrate law enforcement operations procedures.
07. Identify procedures in accident investigation and traffic enforcement.
08. Describe the field of corrections administration.
09. Identify deviant and abnormal behavior.
10. Describe the field of criminal law.
11. Identify courtroom demeanor and testimony procedures.
12. Explain evidence and rules of evidence.
13. Describe noninstitutional treatment of the offender (community-based treatment).
14. Demonstrate employability skills.
15. Describe institutional treatment of the offender.
16. Describe group and individual counseling.
17. Recognize and use human relations skills, tolerance, and understanding of cultural differences and self-discipline.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July, 1989

PROGRAM AREA: Public Service Occupations | SECONDARY NUMBER: _____

COURSE TITLE: Criminal Justice Technology | POSTSECONDARY NUMBER: 0743.010300

01.0 DESCRIBE AND DISCUSS THE CRIMINAL JUSTICE SYSTEM--The student will be able to:

- 01.01 Define the primary components of criminal justice and their primary responsibilities.
- 01.02 Identify problems that keep the system from functioning effectively and efficiently.
- 01.03 Explain the function and procedure of the federal uniform crime reporting (UCR) system.
- 01.04 Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
- 01.05 List the procedures an offender undergoes in his/her progression through the system.
- 01.06 Define and evaluate the present day value of the Peelian principles.

02.0 DESCRIBE AND DISCUSS THE PRINCIPLES OF CRIMINOLOGY--The student will be able to:

- 02.01 Analyze the criminal justice system through the processes of detection, apprehension, prosecution, and corrections.
- 02.02 Summarize the major theoretical factors and forces assumed to cause crime.
- 02.03 Illustrate the impact of crime on persons and property.
- 02.04 Discuss the extent of crime in the United States.
- 02.05 Define the victimless crimes and the origin of that term.
- 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime.

03.0 IDENTIFY THE CRIMINAL INVESTIGATION PROCEDURE--The student will be able to:

- 03.01 Explain some of the investigative techniques used in solving crimes.
- 03.02 Explain general criminal laboratory techniques.
- 03.03 Explain the necessity for and the methods of marking and preserving evidence.
- 03.04 Discuss the necessity for and importance of crime scene protection.
- 03.05 Define the importance of evidence to the court proceedings following arrest.
- 03.06 Identify various types of investigative hardware/equipment.
- 03.07 Describe the eleven primary steps of preliminary investigation.
- 03.08 Demonstrate ability to draw a simple crime scene sketch.
- 03.09 Discuss principles of proper interrogation techniques.
- 03.10 Explain the importance of police records to the investigative process.

04.0 DESCRIBE THE JUVENILE DELINQUENCY FIELD--The student will be able to:

04.01 Define juvenile delinquency.
04.02 Explain the general proceedings of the juvenile court system.
04.03 Compare the advantages and disadvantages of juvenile incarceration.
04.04 Identify some of the major causes of juvenile delinquency.
04.05 Analyze the problem areas which have an influence upon juvenile delinquency between peers, parents, and school.
04.06 Explain labeling theory.
04.07 Discuss the relevance and dynamics of gang theory to juvenile delinquency causation.
04.08 Relate the importance of the public school system to detection and prevention.
04.09 Discuss the juvenile halfway house concept.

05.0 SUMMARIZE POLICE ADMINISTRATION--The student will be able to:

05.01 Appraise the impact of National patrol studies.
05.02 Contrast the variations in organizational structures of police departments.
05.03 Give examples of different departmental recruiting techniques.
05.04 Explain the principles of and difference between line and staff.
05.05 Define the general principles of allocation and deployment of patrol manpower.
05.06 Explain the concept of criminal investigation management and supervision of cases.
05.07 Discuss the importance of a strong program of organized crime and vice control.
05.08 Identify crime prevention techniques.
05.09 Point out the relevance of Special Operations to the administration of police services.
05.10 Give examples of the advantages of computerized criminal justice information systems and their importance to the overall police agency operation.

06.0 DEMONSTRATE LAW ENFORCEMENT OPERATIONS PROCEDURES--The student will be able to:

06.01 Prepare a hypothetical public service announcement for news media.
06.02 Demonstrate a knowledge of mobile patrol techniques.
06.03 Appraise the value of making presentations to citizen groups.
06.04 Display effective oral communication techniques.
06.05 Prepare written reports.
06.06 Demonstrate the ability to prepare an effective written report.
06.07 Compare the advantages and disadvantages between foot patrol and motor patrol.
06.08 Explain why it is important to establish good rapport with citizens.
06.09 Discuss safety practices that should be used in stopping suspicious vehicles.
06.10 Explain the difference between the generalist and specialist concepts of patrol activity.

07.0 IDENTIFY PROCEDURES IN ACCIDENT INVESTIGATION AND TRAFFIC ENFORCEMENT--The student will be able to:

07.01 Identify and discuss the 3 "E's" of traffic administration.
07.02 Identify basic steps in accident investigation.
07.03 Explain the concept of Selective Enforcement.
07.04 State the first duty of the accident investigator upon arrival at the scene.
07.05 Identify methods of locating accident witnesses.
07.06 Demonstrate ability to sketch a simple accident scene.
07.07 Define the concept and applicability of computers to traffic enforcement.
07.08 Contrast the pros and cons of use of motorcycles in accident investigations and enforcement programs.
07.09 Describe the traffic accident specialist and the use of specially equipped accident investigation vans.
07.10 Relate and show proficiency in the use of the skid mark formula.

08.0 DESCRIBE THE FIELD OF CORRECTIONS ADMINISTRATION--The student will be able to:

08.01 Explain the value of the history and evolution of corrections.
08.02 Discuss the philosophies of incarceration.
08.03 Discuss at least four major problems facing contemporary correctional administrators.
08.04 Identify the major differences between juvenile and adult institutionalization.
08.05 Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.
08.06 Identify problems of the prison industry and vocational programs.
08.07 Explain the general concept of inmate gain time.

09.0 IDENTIFY DEVIANT AND ABNORMAL BEHAVIOR--The student will be able to:

09.01 Discuss the elements of professional behavior.
09.02 Discuss the importance of a professional attitude toward deviant and abnormal behavior.
09.03 Name the normal human defense mechanisms.
09.04 Identify mental disturbances that are confronted by criminal justice practitioners.
09.05 Contrast psychopathic behavior and the "normal" criminal.
09.06 Appraise the value of crisis intervention techniques in handling family violence situations.
09.07 Identify suicidal behavior and forms of suicide.
09.08 Identify the importance of the criminal justice practitioner maintaining a healthy and honest self-concept.
09.09 Discuss the relevance of knowledge of deviant and abnormal sexual behavior to the successful investigation and prosecution of sex crimes.
09.10 Recognize and discuss stress management in criminal justice work.

10.0 DESCRIBE THE FIELD OF CRIMINAL LAW--The student will be able to:

10.01 Discuss the legal procedures for securing admissions and confessions.
10.02 Identify dying declarations.
10.03 Demonstrate a practical knowledge of the rules of evidence.
10.04 Explain how burden of proof relates to a court trial.
10.05 Name some examples that show the difference between civil and criminal court trials.
10.06 Differentiate the difference between procedural and substantive criminal law.
10.07 Explain the legacy of English common law and its relationship to modern jurisprudence.
10.08 Identify the legal elements of the crime of rape.
10.09 Discuss the implications of constitutional law and its relationship to criminal law.
10.10 Discuss the Bill of Rights of the Constitution.
10.11 Explain the concept of stare decisis.
10.12 Give an example of an ex post facto law.

11.0 IDENTIFY COURTROOM DEMEANOR AND TESTIMONY PROCEDURES--The student will be able to:

11.01 Explain the duties of a bailiff in court.
11.02 Describe the system of witness and defendant notification of court schedules.
11.03 Appraise the value of proper grooming and appearance habits.
11.04 List techniques helpful when being cross-examined.
11.05 Explain the proper procedure for use of a handwritten notebook as reference.

12.0 EXPLAIN EVIDENCE AND RULES OF EVIDENCE--The student will be able to:

12.01 State the purpose of evidence.
12.02 Name and describe types of evidence.
12.03 Define the term admissibility of evidence.
12.04 Define the term sufficiency of evidence.
12.05 Describe the general process and handling of all evidence from time of discovery until submitted to the court.
12.06 Describe the nature, purpose, and legal framework of privileged information regarding evidence.

13.0 DESCRIBE NONINSTITUTIONAL TREATMENT OF THE OFFENDER (COMMUNITY-BASED TREATMENT)--The student will be able to:

13.01 Define the concept of community-based corrections.
13.02 Contrast and define the concepts of probation and parole.
13.03 Name the advantages of work release and prerelease programs.
13.04 Discuss the problems associated with probation case loads.
13.05 Explain the concept of contracting for correctional services with private/public sector.
13.06 Identify important historical progressions in the origins of parole.
13.07 Identify the "Father of Probation" and his contribution to probational thought.

14.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

14.01 Conduct a job search.
14.02 Secure information about a job.
14.03 Identify documents that may be required when applying for a job.
14.04 Complete a job application.
14.05 Demonstrate competence in job interview techniques.
14.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
14.07 Identify acceptable work habits.
14.08 Demonstrate knowledge of how to make job changes appropriately.
14.09 Demonstrate acceptable employee health habits.

15.0 DESCRIBE INSTITUTIONAL TREATMENT OF THE OFFENDER--The student will be able to:

15.01 Define the general categories of treatment services.
15.02 Explain the various roles of psychologists, psychiatrists, and sociologists in correctional institutions.
15.03 Explain the difference between vocational and therapeutic models for the rehabilitation of offenders.
15.04 Explain how the classification process can frequently intensify conflict between treatment and custody staffs.
15.05 List the classification areas or grades of inmates.

16.0 DESCRIBE GROUP AND INDIVIDUAL COUNSELING--The student will be able to:

16.01 Identify goals of correctional counseling.
16.02 Describe the casework role and function.
16.03 Discuss the principles of counseling techniques.
16.04 Explain types of role-playing counseling techniques.
16.05 Identify some of the unique constraints and considerations in alcohol and drug abuse counseling.
16.06 Identify types of community resources that can be called upon to assist you in counseling activities.

17.0 RECOGNIZE AND USE HUMAN RELATIONS SKILLS, TOLERANCE, AND UNDERSTANDING OF CULTURAL DIFFERENCES AND SELF-DISCIPLINE --The student will be able to:

17.01 List the purposes of a structured public/human relations program in a police department/corrections agency.
17.02 Identify and describe police-community relations.
17.03 Identify impediments that typically circumvent a successful minority recruitment program.
17.04 Contrast some of the major cultural and ethnic differences that exist in our pluralistic society.
17.05 Identify prejudice, discrimination, and racism.
17.06 List modern structured public and human relation programs utilized by law enforcement agencies.
17.07 Discuss the psychological concepts of motivation and basic human needs.

17.08 Discuss police ethics.
17.09 Discuss the impact of internal and external controls on police conduct.

Related Frameworks

See the current version of Vocational Education Program Courses Standards: Public Service Education (Florida Department of Education, Division of Vocational, Adult, and Community Education) for curriculum frameworks and Student Performance Standards for the following programs related to law enforcement:

Correctional Auxiliary Officer
Correctional Officer
Correctional Probation Officer
Criminal Justice Assisting
Law Enforcement
Law Enforcement Auxiliary Officer
Private Security Guard

Advisory Committee

This committee should include practitioners from the areas of police, courts, and corrections. The group should include representatives of most of the user organizations, the state attorney's office, local and state corrections leaders, the judiciary, and interested community organizations. In addition, the committee should include several police chiefs, including the president of the local or regional chiefs association. It also might be advisable to include a representative from a university.

The committee can provide valuable support for change and improvements in the employment and recruitment process for students. Committee members counsel and advise staff and students, support requests for funding and resources, and generally provide visible assistance to the college.

The advisory committee will be interested in learning of the student performance objectives, and some members of the committee may become valuable instructors or guest lecturers in the program.

FACILITIES

DOE Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupant design criteria that must be followed in planning facilities for criminal justice programs.

Program Facility Space	Minimum (sq. ft.)
Criminal Justice Lab	91/student
Classroom (related instruction)	500
Courtroom	510
Darkroom	340
Lockers, Showers, Toilets	255
Photography Laboratory	850
Tool Storage	330
Technical Laboratory	890

A specialized library of the law volumes and other technical materials is important in criminal justice programs. A mock courtroom and an area for crime-scene applications and for other demonstrations are recommended. Access to an obstacle course, jogging track, physical fitness equipment, and a swimming pool are desirable.

Equipment and Supplies

Audiovisual Equipment

16mm projector
35mm projector
VCR playback
TV monitors
Projection screens, adequate for room size
Tape recorder
Filmstrip projector
Overhead projector
Optional:
- TV camera studio and/or portable playback
- Personal computer (PC)
- Videodisc player

Safety

S.B.E. Rule 6A-2.097

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

PROGRAM IMPLEMENTATION

This section includes basic information that the instructor may want to review when planning the implementation of the law enforcement program: student admission requirements, the instructional program, an explanation of the components of learning guides, student organization participation, and instructional resources.

Student Admission Requirements

Students enrolled in this program should be able to benefit from the instructional content with reasonable expectations for entry-level employment upon successful completion of the program.

In accordance with the Course Code Directory, the program in Criminal Justice Technology is offered both at the college and postsecondary adult vocational levels.

The Instructional Program

The Criminal Justice Technology program should be operated in conformance with the program standards and guidelines provided by the Florida Department of Education and the Florida Criminal Justice Standards and Training Commission, in conformance with the various rules and regulations of the community colleges and vocational technical centers empowered to operate such programs.

Student Learning Guides

As mentioned in Instructional Approach of the Florida Vocational Education Program Implementation Guide, competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent in the field of criminal justice technology. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

A sample student learning guide (SLG) is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents basic components of a competency-based student learning guide: introduction, objectives, learning activities, information sheets, self-check and answer sheet, and a written test. An answer key to the written test is included for the instructor. If the module you develop is not self-contained, you would have an additional section, Resources, containing lists of books, articles, films, etc.

The following components are often included in a student learning guide:

Introduction, which includes the intended outcome, the Student Performance Standard (SPS) for which the guide is developed, and an introduction to the guide stating why this topic is important to study and what this guide is about (Other infor-

mation, such as the relationship between this guide and other guides, can be included on this sheet also.)

Objectives, which include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies

Resources, which include instructional materials the students should use to study, and tools and supplies students should have access to in order to complete this guide

Learning activities, which include a list of steps students should take in order to master the objectives

Information sheet, which may need to be developed if the existing instructional materials do not cover enough content for students to master the objectives

Self-check, which is a set of questions designed to help students review what they have studied

Activity sheet, which is designed to help students practice hands-on tasks for performance objectives (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

Written test, which is to measure the student's level of achievement on the knowledge objectives

Performance test, which is designed to be used by the instructor/evaluator to assess the student's level of achievement on the performance objectives

The student learning guide may consist of two or more sets of the above components if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guides, these components should be included in order to incorporate instructional events such as the following:

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer.

A learning guide for Criminal Justice Technology has been included as a suggested model (see Appendix). Because this learning guide focuses on knowledge objectives (the codes of ethics) and has no skill objective, the guide does not include an activity sheet or a performance test.

Student Organization Participation

Lambda Alpha Epsilon, sponsored by the American Criminal Justice Association, welcomes preservice students as well as those already employed.

For membership inquiries, contact the national office at

P.O. Box 61045
Sacramento, CA 95860

Related Professional Organizations

Academy of Criminal Justice Science
Northern Kentucky University
402 Nunn Hall
Highland Heights, KY 41076
(606) 572-5634

American Association of Correctional
Training Personnel
Maine Criminal Justice Academy
93 Silver Street
Waterville, ME 04901

American Correctional Association
Suite L-208
4321 Hartwick Road
College Park, MD 20740
(301) 699-7600

American Criminal Justice Association
P. O. Box 61047
Sacramento, CA 95860
(916) 484-6553

American Jail Association
4720 Janet Place
Los Angeles, CA 90041
(213) 256-5387

American Society for Industrial Security
Suite 1200
1655 North Ft. Myer Drive
Arlington, VA 22209

American Society of Criminology
1314 Kinnear Road
Suite 212
Columbus, OH 43212
(614) 422-9207

Correctional Education Association
Suite L-116
4321 Hartwick Road
College Park, MD 20740
(301) 277-9088

Fraternal Order of Police
5613 Belair Road
Baltimore, MD 21206

International Association of Chiefs of Police
13 First Field Road
Gaithersburg, MD 20878

International Association of Women Police
P. O. Box 15207
Wedgwood Station
Seattle, WA 98115
(202) 625-4465

National Council on Crime and Delinquency
760 Market Street
#433
San Francisco, CA 94102

National Criminal Justice Association
444 North Capitol Street Northwest
Suite 608
Washington, DC 20001
(202) 347-4900

National Institute of Justice
National Criminal Justice Reference Service
U.S. Department of Justice
Washington, DC 20531

National Sheriffs' Association
1450 Duke Street
Alexandria, VA 22314
(703) 836-7827

INSTRUCTIONAL RESOURCES

Books

Abadinsky, Howard. Introduction: Crime and Justice. Chicago, Ill.: Nelson Hall Publishers, Inc., 1987.

Albanese, Jay. Organized Crime in America. Cincinnati, Ohio: Anderson Publishing Company, 1985.

Bartollas, C., and Dinitz, S. Introduction to Criminology. New York: Harper and Row Publishing Company, 1989.

Bartollas, Clemens, and Miller. Participants in American Criminal Justice: The Promise and the Performance. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983.

Chamelin, Neil C., and Evans, Kenneth R. Criminal Law for Police Officers. 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1987.

Clear, Todd R., and Cole, George F. American Corrections. Monterey, Calif.: Brooks/Cole Publishing Company, 1986.

Correy, Alan, and Elderonso. Human Relations: Law Enforcement in a Changing Community. 3d ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982.

Cole, George F. The American System of Criminal Justice. 4th ed. Monterey, Calif.: Brooks/Cole Publishing Company, 1986.

Ehrlich, Susan. Breaking and Entering. Berkeley, Calif.: University of California Press, 1980.

Fogel, David. ". . . We are the Living Proof . . .". 2d ed. Cincinnati, Ohio: Anderson Publishing Company, 1979.

Fox, Vernon. Correctional Institutions. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983.

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Germann, A. C., Day, and Gallati. Introduction to Law Enforcement and Criminal Justice. Springfield, Ill.: Charles C. Thomas, Publisher, 1985.

Gifis, Steven H. Law Dictionary. 2d ed. Barron's Educational Series, Inc., 1984.

Gladis, Stephen D. Survival Writing: Staying Alive on Paper. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1986.

Goldstein, Herman. Policing a Free Society. Cambridge, Mass.: Ballinger Publishing Company, 1977.

Johnson, Robert A., and Pease, Ralph W. Police Report Writing. New York: Harcourt Brace Jovanovich, Inc., 1982.

Johnson, Thomas A., and Johnson, J. The Police and Society: An Environment for Collaboration and Confrontation. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981.

Knight, Harry, and Stevenson, Walter. Communication for Justice Administration: Theory and Skills. Cincinnati, Ohio: Anderson Publishing Company, 1976.

Kratcoski, Peter C., and Kratcoski, Lucille Dunn. Juvenile Delinquency. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

Levine, James P.; Musheno, M. C.; and Palumbo, D. J. Criminal Justice in America: Law in Action. New York: John Wiley & Sons, Inc., 1986.

Lewis, Merlin, and Bundy. An Introduction to the Courts and Judicial Process. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.

McDowell, Charles P. Criminal Justice: A Community Relations Approach. Cincinnati, Ohio: Anderson Publishing Company, 1984.

Miller, Larry, and Braswell, Michael. Human Relations and Police Work. Prospect Heights, Ill.: Waveland Press, Inc., 1983.

More, Harry W., Jr. Critical Issues in Law Enforcement. Cincinnati, Ohio: Anderson Publishing Company, 1985.

Nemeth, Charles P. Anderson's Directory of Criminal Justice Education. Cincinnati, Ohio: Anderson Publishing Company, 1986.

Newman, Donald J. Introduction to Criminal Justice. 3d ed. New York: Random House, Inc., 1986.

Pace, Denny F., and Styles, Jimmie C. Organized Crime: Concepts and Control. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Perry, Tim. Basic Patrol Procedures. Seattle, Wash.: Palladium Publications, Inc., 1984.

Police Human Relations. Edited by George Henderson, Ph.D. Springfield, Ill.: Charles C. Thomas, Publisher, 1981.

Radelet, Louis A. The Police and the Community. 4th ed. New York: Macmillan Publishing Company, 1986.

Rutledge, Devallis. The New Police Report Manual. Costa Mesa, Calif.: Custom Publishing Company, 1986.

Shanahan, Donald T. Patrol Administration: Management by Objectives. 3d ed. Newton, Mass.: Allyn and Bacon, Inc., 1985.

Siegel, Larry J. Criminology. St. Paul, Minn.: West Publishing Company, 1983.

Stinchcomb, James. Opportunities in Law Enforcement and Criminal Justice. Lincolnwood, Ill.: National Textbook Company, 1985.

Swanson, Charles R., Jr.; Chamelin, Neil; and Territo, Leonard. Criminal Investigation. 3d ed. New York: McGraw-Hill Book Co., 1984.

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Travis, Lawrence F., Schwartz, and Clear. Corrections: An Issues Approach. 2d ed. Cincinnati, Ohio: Anderson Publishing Company, 1983.

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Vetter, Harold J., and Silverman, Ira J. Criminology and Crime: An Introduction. New York: Harper and Row, Publishers, 1986.

Vetter, Harold J., and Territo, Leonard. Crime and Justice in America. St. Paul, Minn.: West Publishing Company, 1984.

Waldron, Ronald J. The Criminal Justice System: An Introduction. 3d ed. Boston: Houghton Mifflin Company, 1984. (out of print)

Weston, Paul B., and Wells, Kenneth M. The Administration of Justice. 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981.

Weston, Paul B., and Wells, Kenneth M. Criminal Investigation: Basic Perspectives. 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1986.

Wrobleski, Henry M., and Hess, Karen M. Introduction to Law Enforcement and Criminal Justice. 2d ed. St. Paul, Minn.: West Publishing Company, 1986.

Journals

Corrections Today. American Correctional Association, Inc., 4321 Hardwick Road, Suite L-208, College Park, MD 20740.

Crime and Delinquency. National Council on Crime and Delinquency, 760 Market Street, Number 433, San Francisco, CA 94102.

FBI Law Enforcement Bulletin. FBI, U.S. Department of Justice, Washington, DC 20535.

Florida Law Enforcement Handbook. Metro Dade Police Department, 1320 N.W. 14th Street, Miami, FL 33125.

The Florida Police Chief. Florida Police Chiefs Association, Tallahassee, Florida.

Journal of Criminal Justice. Pergamon Press, Fairview Park, Elmsford, NY 10523.

Journal of Police Science and Administration. International Association of Chiefs of Police, Inc., 13 Firstfield Road, P. O. Box 6010, Gaithersburg, MD 20878.

Justice Quarterly. Academy of Criminal Justice Science, Northern Kentucky University, 402 Nunn Hall, Highland Heights, KY 41076.

Law and Order. 5526 Elston Avenue, Chicago, IL 60630.

The National Sheriff. 1250 Connecticut Avenue, NW, Suite 320, Washington, DC 20036.

The Police Chief. International Association of Chiefs of Police, Inc., 13 Firstfield Road, P. O. Box 6010, Gaithersburg, MD 20878.

Annual Reports

Uniform Crime Reports for the United States. Federal Bureau of Investigation, J. Edgar Hoover Building, U.S. Department of Justice, Washington, DC 20535.

FEIS Service

If you need (1) information about copyright; (2) a list of instructors teaching in Criminal Justice programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), The Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX: SAMPLE STUDENT LEARNING GUIDE

STUDENT LEARNING GUIDE

Program: Criminal Justice

Outcome: Recognize and Use Human Relations Skills

SPS 17.08: Discuss Police Ethics

Introduction: In order to better appreciate the difficult decisions and complex issues faced by law enforcement and correctional personnel in carrying out their duties and responsibilities, one should know the ethical standards which an officer is expected to uphold. These standards help to create a system which holds power and the use of force in check within the society by building self-restraint and self-respect within the individual. In this unit, several codes of ethics are presented.

Objectives

By the end of this learning guide, you will be able to:

1. Identify the purposes for the development of codes of ethics for law enforcement officers.
2. Complete statements about the Police Code of Ethics.
3. Match the articles of the Canons of Police Ethics to statements which explain them.
4. Select the preferred behavior for a law officer, based on the Canons of Police Ethics, when given a situation in which there could be a choice of behavior.
5. List at least four concepts which appear in all three of the codes of ethics.

---

ethics: a set of moral principles or values

LEARNING ACTIVITIES

Objectives	Suggested Activities
Objectives 1-5	Read the following pages which describe the Peelian Reforms, the Police Code of Ethics, and the Canons of Police Ethics (pp. __)
Objective 1 Identify the purposes for the development of codes of ethics.	Discuss the first paragraphs on pages __, __, and __.
Objective 2 Complete the statements about the Police Code of Ethics.	Restate each item of the Code (1-11) in your own words. Be sure you know what each statement means.
Objective 3 Match the articles of the Canons of Police Ethics to statements which explain them.	Restate each article of the Canons of Police Ethics (1-11) in your own words. Be sure you know what each statement means.
Objective 4 Given a situation in which a law officer might have a choice of behavior, select the preferred behavior, based on the Canons of Police Ethics.	1. Find current examples of ethical and unethical behavior by law officers in newspaper and TV news items; compare these examples to the standards of behavior established in the Canons. 2. (Optional event) Take part in a discussion led by the instructor in which participants imagine and discuss the implications of having no codes of ethics and the effects on society.
Objective 5 List at least four concepts which appear in all three of the codes of ethics.	1. Analyze the three codes and make a list of concepts that they all include. 2. Read the Summary.

Objectives

Objectives 1-5

Suggested Activities

1. Complete the Self-Check to see if you have understood and learned the material, as described by the objectives.

   Note: Although this practice test is similar to the final test, it is not identical.

2. Check your answers with the Answer Key.

3. Review any material you are unsure of; repeat any Learning Activities that will help your review.

4. Request the Knowledge Test from your instructor to complete this Guide.

INFORMATION SHEET

Law Enforcement Codes of Ethics

The Peelian Reforms developed in England may be considered the first code of ethical conduct for law enforcement personnel. In 1954, the Police Code of Ethics was introduced to American police officers, and in 1956 the Canons of Police Ethics were developed to encourage a professionalism for law enforcement officers.

The Peelian Reforms

The Peelian Reforms as contained in the Metropolitan Police Act of 1829 formed the foundation for later codes of ethics. The reforms include the following principles:

- It should be understood that the principle object is to prevent crime.
- Every effort of the police is to be directed toward this goal of prevention. The security of persons and property and the preservation of a police establishment will be better effected in this way than by the detection and punishment of the offender after the fact.
- The constable will be civil and obliging to all people of every rank and class.
- The constable must be particularly cautious not to inferfere idly or unnecessarily in order to make a display of his authority.
- When required to act, he will do so with decision and boldness.
- He may exploit all occasions for the fullest support in the proper exercise of his authority.
- He must remember that there is no qualification so indispensable as a perfect command of temper.
- He shall never suffer himself to be moved in the slightest degree by any language or threats that may be used.
- If he does his duty in a quiet and determined manner, such conduct will probably excite the well-disposed of the bystanders to assist him if he requires them.
- Particular care is to be taken that the constables of the police do not form false notions of their duties and powers.

Police Code of Ethics

In 1954, the Police Code of Ethics was introduced in the United States to provide guidelines to law enforcement personnel for the performance of their duties and for the measurement of their work and attitudes against an acceptable standard. The Police Code of Ethics provides that a law enforcement officer accept these attitudes:

1. "My fundamental duty is to serve mankind: to safeguard life and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; to respect the constitutional right of all men to liberty, equality, and justice."

2. "I will never act **officiously.**"

3. "I will maintain courageous calm in the face of danger, scorn, or ridicule, and develop self-restraint."

4. "I will never employ unnecessary force or violence."

5. "I will never permit personal feelings, prejudice, **animosities,** or friendships to influence my decisions."

6. "I will keep my private life **unsullied** as an example to all."

7. "I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of police service."

8. "With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, **malice** or ill will."

9. "I will never accept **gratuities.**"

10. "Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty."

---

officiously: in a meddlesome manner

animosities: ill will or resentment tending toward active hostility

unsullied: spotlessly clean; not stained

malice: desire to see another suffer; intent to cause harm

gratuities: something given voluntarily or beyond obligation, usually in return for or in anticipation of some service

11. "I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession, Law Enforcement."

Canons of Police Ethics

In 1956, the professional status of law enforcement careers was further enhanced by the writing of the Canons of Police Ethics. These canons are composed of the following eleven articles:

	Behavior
Article 1. Primary Responsibility of Job	The law enforcement officer's primary responsibility is the protection of the people of the United States.
Article 2. Limitations of Authority	The American system of government does not give absolute power to any person or to any institution. The officers must take care not to **pervert** its character, especially since they are prime defenders of that system.
Article 3. Duty of Being Familiar with the Law and with Responsibilities of Self and of Other Public Officials	The officers should **assiduously** study the principles of the laws, their responsibilities in the particulars of law enforcement, and their relationship to other public officials, especially on matters of jurisdiction.
Article 4. Utilization of Proper Means to Gain Proper Ends	The officers should not employ illegal means, no matter how worthy the end. If the law is to be honored, it must first be honored by those who enforce it.
Article 5. Cooperation with Public Officials in the Discharge of Their Authorized Duties	The officers should cooperate fully with other public officials in the discharge of authorized duties, regardless of political affiliation or personal prejudice.
Article 6. Private Conduct	Law enforcement officers should lead lives of decency and honor. They will conduct their private lives in such a way that the public will regard them as examples of stability, fidelity, and morality.

---

to pervert: to corrupt

assiduously: marked by careful, unremitting attention or persistent application

	Behavior
Article 7. Conduct toward the Public	The officers shall conduct their official lives in a manner which will inspire confidence and trust. They will give service to the people from neither preference nor prejudice but rather as duly appointed officers of the law, discharging their sworn obligations.
Article 8. Conduct in Arresting and Dealing with Law Violators	The officers shall use their powers of arrest strictly in accordance with the law and with due regard to the rights of citizens concerned. They should, at all times, have a clear appreciation of their responsibilities and limitations regarding detention of the violators.
Article 9. Gifts and Favors	The officers, representing government, should be firm in refusing gifts, favors, or gratuities, large or small, which can be interpreted as capable of influencing their judgment in the discharge of their duties.
Article 10. Presentation of Evidence	The officers should be equally concerned with the prosecution of the wrongdoer and with the defense of the innocent. They should ascertain what constitutes evidence and should present such evidence impartially and without malice. The officers should make special efforts to increase their perception and skill of observation, because in many situations they bear the sole impartial testimony to the facts of a case.
Article 11. Attitude toward the Profession	The officers should regard their duties as a public trust and responsibility as public servants. They should strive to make the best possible application of science to the solution of crime and strive for effective leadership and public safety. They should appreciate the importance and responsibility of their office and hold police work to be an honorable profession rendering valuable service to their community and country.

Summary

Law enforcement codes of ethics have been developed to provide a foundation for acceptable standards of professional performance and personal conduct and to provide guidelines to fulfill these acceptable standards. The English Peelian Reforms of 1829 formed the foundation of modern American standards such as the Police Code of Ethics (1954) and the Canons of Police Ethics (1956). All of these codes include the following concepts:

- primary responsibility--protection of life and property
- equal service to everyone
- warnings against the misuse of power
- limitation of authority
- cooperation with other public officials
- exemplary private and personal conduct

Law enforcement officers must uphold and enforce the law without misusing their powers, and they must be judged by their performance in both their public and private lives.

Now complete the Self-Check questions beginning on the next page.

Self-Check for Objectives

Directions: Write your answers on a separate sheet of paper.

1. What are the purposes for developing law enforcement codes of ethics?

   _____

   _____

   _____

   _____

2. Which article in the Canons of Police Ethics deals with law enforcement officers' off-duty lifestyles?

   a. limitations of authority (Article 2)
   b. utilization of proper means to gain proper ends (Article 4)
   c. private conduct (Article 6)
   d. presentation of evidence (Article 10)

3. Inspiring confidence and trust are key words referring to which one of the following articles?

   a. primary responsibilities of the job (Article 1)
   b. duty to be familiar with the law and with responsibilities of self and other public officials (Article 3)
   c. cooperation with public officials on the discharge of their authorized duties (Article 5)
   d. conduct toward the public (Article 7)

4. Which of the following articles suggests that officers should "increase their perception and skill of observation," because in many cases only their testimony is neutral and based on fact?

   a. primary responsibility of job (Article 1)
   b. utilizing proper means to gain proper ends (Article 4)
   c. conduct toward the public (Article 7)
   d. presentation of evidence (Article 10)

5. If the law is to be honored, it must first be honored by those who _____ it.

6. Law enforcement officers would not be in violation of Article 9 covering gifts and favors if they: (Choose **all** correct answers.)

   a. received a 15-percent discount on all meals at restaurants
   b. received complimentary movie passes occasionally
   c. refused all gifts and favors
   d. followed department policy

For questions 7-10, select the correct word(s) from the list below to complete each statement concerning the Police Code of Ethics. Write the correct word(s) on the answer line(s). (You may check the code as you do your work.)

Word List

approval	harm
animosities	justice
constitutional	liberty
equality	life
fight	prejudice
force	unsullied
gratuities	violence

7. The fundamental duty of a law enforcement officer is to safeguard (a) _____ and property and to respect the (b) _____ right of all men to (c) _____, _____, and _____.

8. Law enforcement officers should never employ unnecessary _____ or _____.

9. The private life of a police officer should be clean and _____.

10. The officer should not allow personal feelings, prejudice, or _____ _____ to influence decisions.

11. Suppose a person suspected of shoplifting curses an officer, and the officer replies by saying "You scum, you are going to be put away forever!" This statement by the law enforcement officer is:

    a. inappropriate, because the police officer threatened the suspect with something the officer would not carry out.
    b. appropriate, because the suspect would probably be happier being taken care of in jail.
    c. inappropriate, because the officer should not have lost control of his temper.
    d. appropriate, because the officer showed his authority and controlled the situation.

12. Responding to a complaint of excess noise, Officer Levin entered an apartment building and was approached by an elderly man who had called in the complaint. The man stated that a party had been going on all night in apartment 2B. As Officer Levin approached the apartment, two people were leaving. Officer Levin asked them how long the party would continue, and they answered that it would be over in a few minutes. Officer Levin decided that the elderly man was one of those people who complained all the time and got on police officers' nerves. Officer Levin

then told the man that the party would be over soon and that he should occupy himself in some constructive activity rather than call in complaints of this sort. In this situation, Officer Levin acted:

a. properly, because he found out for the complainant when the party would end.
b. improperly, because he should have directed all the guests to leave the party immediately.
c. properly, because he spoke to both the complainant and the party guests.
d. improperly, because he should not have performed his duty according to his feelings or prejudices.

13. List **four** principles which appear in all three documents related to police ethics.

_____

_____

_____

_____

_____

_____

_____

Now check your answers with the correct ones provided in the Answer Key.

Self-Check Answer Key for Objectives

1. to encourage professionalism for officers, to provide a foundation of acceptable standards for professional conduct in their public and private lives, and to provide guidelines for meeting these standards

2. c

3. d

4. d

5. enforce (or word of similar meaning)

6. c, d

7. (a) life
   (b) constitutional
   (c) liberty, equality, justice (any order)

8. force, violence

9. unsullied

10. animosities

11. c

12. d

13. Any four of the following are correct answers:

    - primary responsibility--protection of life and property
    - equal service to everyone
    - limitation of authority
    - warning against the misuse of power
    - cooperation with other public officials
    - private and personal conduct

All of your answers should be correct. If you missed any, go back and repeat the Learning Activities for these objectives.

Ask your instructor for the Knowledge Test when you are ready.

Knowledge Test (Instructor's Copy)

Directions: Write your answers on a separate sheet of paper.

1. Which **two** of the following best describe the purposes for developing a police code of ethics?

   a. to meet the requirement of the U.S. Constitution that all professions should have codes of ethics
   b. to provide standards of acceptable behavior for the public and private conduct of law enforcement officers
   c. to provide guidelines for acceptable conduct as a law enforcement officer
   d. to provide information to the public concerning law enforcement officers' public and private lifestyles.

For questions 2-5, select the correct word(s) from the list below to complete each statement concerning the Police Code of Ethics. Write the words on the answer lines.

Word List

animosities	good will
charity	life
constitutional	malice
equality	mankind
fear	prejudices
force	property
friendships	violence

2. When Sally Smith was sworn in as a law enforcement officer, she said, "I will never permit personal feelings, _____, _____, or _____ to influence my decisions."

3. "I will enforce the law courteously and appropriately without _____ or favor, _____ or ill will."

4. She also said, "My fundamental duty as a law enforcement officer is to serve _____, to safeguard _____ and _____."

5. "I will never employ unnecessary _____ or _____."

For items 6-15, match the behaviors listed on the right to the appropriate article of the Canons of Police Ethics on the left. Write the letter of the behavior on the line by the article number.

_____	6. Primary Responsibility	a. Inspire confidence and trust.
_____	7. Limitations of Authority	b. Regard duties as a public trust.
_____	8. Duty of Being Familiar with the Law and with Responsibilities of Self and of Other Public Officials	c. Give proper testimony impartially and without malice.
_____	9. Utilization of Proper Means to Gain Proper Ends	d. Know the jurisdiction of responsibility.
_____	10. Cooperation with Public Officials in the Discharge of Their Authorized Duties	e. Absolute power is <u>not</u> given.
_____	11. Private Conduct	f. Protect the people.
_____	12. Conduct toward the Public	g. Honor and enforce the law.
_____	13. Conduct in Arresting and Dealing with Law Violators	h. Disregard personal prejudice or political affiliation.
_____	14. Presentation of Evidence	i. Be an example of stability, fidelity, and morality.
_____	15. Attitude toward Profession	j. Use powers within the law and with regard to citizens' rights.
		k. Refuse gifts, since they could be interpreted as an attempt to influence one's judgment.

16. List at least **four** concepts which appear in all three codes of ethics studied in this unit--Peelian Reforms, Police Code of Ethics, and Canons of Police Ethics:

_____

_____

_____

_____

_____

_____

_____

_____

17. Officer Lane stops a motorist because of the motorist's erratic driving on a busy highway. The motorist had come close to hitting several cars. As the officer approaches the motorist's car, the motorist extends a driver's license and a ten-dollar bill, asking the officer to accept it and to overlook the violation this time and promising to be more careful in the future. Officer Lane said, "It is not my duty to accept your bribe. I have a few questions to ask you." Officer Lane's statement to the motorist was:

    a. improper, because the officer should have asked the motorist how much the motorist had to drink.
    b. proper, because the officer was refusing a gratuity.
    c. improper, because the officer had criticized the motorist.
    d. proper, because the officer had notified the driver of the violation committed.

18. A patrol officer is called downtown in an emergency. The officer sees a woman standing on the narrow ledge of a building and about to jump. The officer is told that the woman is upset because her husband recently left her, and she just found out that her job is being cut back. The building superintendent explains that the woman may be armed and is acting "kind of crazy." Realizing the possibility of danger, the officer calls the police station and requests a replacement in the emergency situation. The officer's action in this situation is:

    a. appropriate, because officers should not put themselves in danger.
    b. appropriate, because the officer called the police station so that another officer could come to the scene.
    c. inappropriate, because the officer's primary responsibility is to protect the woman's life.
    d. inappropriate, because the officer felt in imminent danger.

Give the completed test to your instructor.

Knowledge Test Answer Key

1. b, c
2. prejudices, animosities, friendships (any order)
3. fear, malice
4. mankind, life, property
5. force, violence
6. f
7. e
8. d
9. g
10. h
11. i
12. a
13. j
14. c
15. b
16. Any four of the following are correct:

    - primary responsibility--protection of life and property
    - equal service to everyone
    - warning against the misuse of power
    - limitation of authority
    - cooperation with other public officials
    - exemplary private and personal conduct

    Note: Check for ideas, not exact words, in these answers.

17. b
18. c

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

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